Comparison of AC v8.4 to v9.0

ACiQ | v9.0

Years 9–10 band (P–10 Sequence): Languages/German

Key	same/refined	removed	new	moved

Note:

- the key applies to the content descriptions only
- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4	Version 9.0
Achievement standard	**Achievement standard**
By the end of Year 10, students use written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. They use language spontaneously in the classroom environment to seek clarification and advice, assist others, initiate conversations and discussions, debate a course of action, share learning strategies and comment on the contribution of others, for example, Meinen Sie, dass …? Was würdest du an meiner Stelle tun? Simon hat Unrecht. Meiner Meinung nach ist Kims Geschichte am lustigsten. Ich sehe deutsche Filme, um meine Aussprache zu verbessern. They describe plans and aspirations using future tense, for example, Wir werden bald in Deutschland sein. Ich werde sicher die 12. Klasse zu Ende machen, und dann werde ich hoffentlich studieren. They state facts and relate experiences, such as, Wir haben fast alle unsere Lernziele für das Halbjahr erreicht. Mit 5 Jahren spielte ich mit Puppen und konnte lesen., using past tense forms, Perfekt and Imperfekt, of regular and irregular verbs. When speaking, they use appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions. They locate, synthesise and evaluate information on local and global issues from a range of perspectives and sources. They present ideas, information and views in a range of texts selected to suit audience, purpose and context. They analyse the main ideas and themes in imaginative texts and use evidence to support their views. They plan, draft and present imaginative texts using literary devices (imagery, similes, onomatopoeia) to engage a range of audiences. When creating informative, persuasive and imaginative texts, students use a variety of conjunctions, relative clauses and other cohesive devices to build cohesion, for example, Ich skype oft mit den Austauschschülern, die letztes Jahr bei uns waren. They specify and describe people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives, for example, Ich habe mit meinem neuen Computer große Probleme. They interpret and/or translate excerpts from German texts, identifying and explaining culture-specific aspects, and create texts that reflect and explain aspects of culture and language for different German-speaking and Australian audiences. They identify and challenge their own assumptions and take responsibility for modifying language and behaviours in relation to different cultural perspectives. Students identify ways that language influences people's actions, values and beliefs, and appreciate the scale and importance of linguistic diversity. They explain the roles of different German cases (nominative, accusative, dative and genitive) and tenses, and variations in spoken and written German in relation to pronunciation, spelling and punctuation. They explain the relationship between text type, audience and purpose. They identify the role culture plays in the creation and interpretation of texts, and explain how language and text features (layout, structure and formal/informal register) are used differently in a range of texts. They explain ways in which language and culture are interrelated and influence each other.	By the end of Year 10, students contribute to and extend interactions in German language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. Students incorporate the features and conventions of spoken German to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of German texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning German, to evaluate how this learning influences their ideas and ways of communicating.

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	initiate and participate in sustained interactions, using formal and informal registers, to seek and give advice, to describe past events, future aspirations and social issues, and to express and justify opinions [Key concepts: perspectives, future, past; Key processes: sustaining interactions, discussing, justifying, proposing] ACLGEC171	initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others AC9LG10C01	Interacting in German	Communicating meaning in German
	extend language to describe and reflect on the experience of learning and using German [Key concepts: reflection, metalanguage; Key processes: reflecting, expressing, evaluating] ACLGEC173			
	engage in a range of shared activities such as managing events and arguing for a course of action by persuading others to change their opinion and/or behaviour [Key concepts: information exchange, issues, collaboration; Key processes: planning, negotiating, communicating] ACLGEC172	contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9LG10C02		
	investigate, synthesise and evaluate information from different perspectives on local and global issues, identifying how context and culture affect how information is presented [Key concepts: representation, community, world issues; Key processes: researching, synthesising, evaluating, representing] ACLGEG174	evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LG10C03	Mediating meaning in and between languages	
	convey ideas, information and views from multiple sources, using different modes of presentation to suit different audiences and to achieve different purposes [Key concepts: representation, discovery, interconnection; Key processes: presenting, representing, reporting] ACLGEG175			
	engage with a variety of imaginative texts, analysing the main ideas, values and techniques, and discussing issues and themes, using evidence from the texts to support their views			

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	[Key concepts: imagery, metaphor, emotion, themes; Key processes: analysing, comparing, persuading] ACLGEG176			
	interpret and/or translate German and English texts, identifying and explaining culture-specific aspects and expressions that do not translate easily [Key concepts: culture, context, idioms; Key processes: interpreting, translating, comparing, analysing] ACLGEC178	interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LG10C04		
	create a variety of imaginative texts using different devices such as imagery and sound effects to engage a range of audiences [Key concepts: imagination, perspectives, setting, character; Key processes: entertaining, composing, performing] ACLGEC177	create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences AC9LG10C05	Creating text in German	
	create bilingual texts which reflect and explain aspects of culture and language for different German-speaking and Australian audiences [Key concepts: interconnection, assumptions, sensitivity; Key processes: explaining, translating, relating interculturally] ACLGEC179			
	make choices while using German, recognising own assumptions and responsibility for modifying language and behaviours in relation to different cultural perspectives [Key concepts: judgement, reciprocity, cultural behaviour; Key processes: questioning, modifying behaviour, taking responsibility] ACLGEC180			
Understanding	explore the features of spoken, and apply variations in relation to features such as stress, pronunciation and contractions [Key concepts: stress, rhythm, application; Key processes: exploring, reproducing, applying] ACLGEU182	apply features and conventions of spoken German to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9LG10U01		
	explore the features of spoken and written language, and apply variations in relation to features such as contractions [Key concepts: stress, rhythm, application; Key processes: exploring, reproducing, applying] ACLGEU182	apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas AC9LG10U02		
	understand and apply in complex sentences a range of vocabulary and grammatical structures, including future tense, imperative mood and some relative pronouns, for the purposes of interaction, narration, description, persuasion, argument and exposition [Key concepts: syntax, mood, modality, grammar patterns; Key processes: classifying, applying, experimenting, manipulating] ACLGEU183		Understanding systems of language	Understanding language and culture
	describe the interrelationship between text types, language choices, audience, context and purpose, and identify the role culture plays in the creation and interpretation of texts [Key concepts: connections, textual conventions, text types; Key processes: structuring, applying, describing, transforming] ACLGEU184			
	analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register [Key concepts: register, constraints; Key processes: analysing, comparing, explaining] ACLGEU185			
		reflect on and evaluate German texts, using metalanguage to analyse language structures and features AC9LG10U03		
		reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9LG10U04		
	explore and express own identity and ability to act as a cultural mediator between German speakers and Australians [Key concepts: cultural mediation, perspective, diversity; Key processes: evaluating, exploring, explaining] ACLGEC181		Understanding the interrelationship of language and culture	
	understand the influence of language on people's actions, values and beliefs, and appreciate the scale and importance of linguistic diversity [Key concepts: influence, power, diversity; Key processes: reflecting, understanding] ACLGEU186			
	understand that language and culture are interrelated and that they shape and are shaped by each other [Key concepts: culture, connections, perceptions; Key processes: reflecting, analysing, discussing] ACLGEU187			